DOCUMENT RESUME

ED 164 056 JC 790 064

AUTHOR Brawer, Florence M.
TITLE Trends in Ethnic Enrollments. Junior College Resource Review.
INSTITUTION California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Feb 79
NOTE 6p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Bilingual Education; Community Colleges; *Enrollment Trends; *Ethnic Groups; Faculty Recruitment; *Junior Colleges; *Literature Reviews; *Minority Groups; Program Evaluation; Special Programs; Student Characteristics; Student Recruitment
IDENTIFIERS Information Analysis Products

ABSTRACT

Some of the issues relating to ethnic enrollments in community and junior colleges are discussed in terms of the recent literature on recruitment, access, finances, effects, and, to a lesser extent, in terms of the development of special programs and curriculums for special students. Brief summaries are provided of reports focusing on practical and financial aspects of recruiting students, program evaluations, and of descriptions of bilingual programs. Allusions are made to general reports providing information on program development, questions of bias, the assessment of student populations in terms of ethnicity, descriptions of methods of recruiting and retaining minority faculty, and reviews of court cases relating to Title IV of the Civil Rights Act of 1964. A bibliography listing the ERIC documents cited in this review is included. (Author/MB)

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ERIC JUNIOR COLLEGE RESOURCE REVIEW

TRENDS IN ETHNIC ENROLLMENTS

by Florence M. Brawer
Staff Writer

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ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
Arthur M. Cohen, *Principal Investigator and Director*

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JUNIOR COLLEGE RESOURCE REVIEW

February 1979

TRENDS IN ETHNIC ENROLLMENTS

As the 1950s were known for their educational complacency and the '60s for their growth and activism, the '70s might be characterized by their attempts to cope with affirmative action guidelines and to provide more equal educational opportunities for minority, women, and/or disadvantaged students. Much has been written about affirmative action already — its mandate, implementation, and impact on equalization — but the story is hardly complete. Wide-reaching efforts as well as immediate results are undoubtedly yet to be argued and discussed in many future reports, together with the chronicling of still further attempts at providing more and better educational opportunity to all students who desire them.

This *Resource Review* deals with some of the issues relating to ethnic enrollments in community/junior colleges. It discusses the more recent literature in terms of recruitment, access, finances, effects, and, to a lesser extent, the development of special programs and curriculums for special students. Both ERIC's *Resources in Education (RIE)* and the *Current Index to Journals in Education (CIJE)* were searched for pertinent material used in this report.

Recruiting Students

Cohen's position paper, "The Rhetoric of Access," published in the February 1975 issue of *Change* Magazine, sets the stage for many of the reports summarized here — cautioning those who would expand heedlessly, questioning the best ways in which to open academic doors, and pleading for objectives and goals that will effectively provide students with the curriculum and instructional approaches that can be of real benefit to them. He goes on to argue

> "that a barrier removed from the path of one individual or group may be placed in front of another. When formal instruction degenerates . . . the student who could learn well in a structured situation is penalized. When curriculum is so amorphous that tangible academic objectives disappear, the student who would be challenged by the study of great works suffers. When college resources are used to recruit students from one social or economic group, members of other groups may tend to feel unwelcome or to believe that the college is not likely to enhance their own growth" (1975, p. 50).

In other words, any program or any large-scale effort may have diverse effects on various types of constituents. Both a philosophical and a practical stance must be maintained if one is to view affirmative action programs in ways that are concomitantly democratic, humanistic, and realistic.

Practicality relates to the financial aspects of recruitment and programming as well as to their physical and social elements. Along this line, Evans discusses the enactment of the Extended Opportunity Programs and Services (EOPS) for California students who require more than tuition-free education to allow them to enroll in community colleges. "The absence of tuition was simply not enough to encourage . . . [low-income and minority] students to enter a community college and to complete a program" (1974, p. 53). Accordingly, EOPS was designed to provide state funds for student financial aid, supportive counseling and tutorial services, and student recruitment in low-income communities. In 1972-73, the racial and ethnic distribution for EOPS students was 28 percent Spanish surname, 37 percent black, and 12 percent Asian, Native American, and other non-caucasian. For EOPS students who were enrolled in both certificated and transfer programs, the retention rate was high.

Raymond (1976) also discusses the impact of financial aid upon equality of opportunity in higher education, citing basic causes of differences in participation rates by income class and presenting estimates with respect to various policy alternatives. A different side of the coin is presented in a paper by Fuller (1976), which was based on a study authorized by the California Legislature. This report revealed that financial need is less of a barrier to college than are low levels of academic achievement, inadequate information, and inflexible admission procedures.

Reed (1978) argues for increased efforts that are directed to recruitment and the dissemination of information to potential students, to the development of programs that eliminate the frustration and alienation of minority students, and also to the provision of financial assistance. Others have spoken about recruitment and access, aware of the problems and issues entailed — Breed and Weiser (1978), Gordon (1977), Johnston (1976), Pitts (1977), Sabine (1978) and Stevens (1978). Astin (1977) notes that it is possible to argue that higher education in the United States has evolved into a highly refined institutional-status hierarchy, and Adams and Roesler (1977) suggest that despite more nontraditional students being enrolled in Virginia community colleges, educational choices continue to be greatly influenced by parents' socioeconomic backgrounds.

Among the procedures developed to improve access

for nontraditional students in some institutions are preparatory courses for the General Educational Development Test and library-based courses that are self-paced and offered on a variable entry/exit basis. At Tallahassee Community College (Florida), a "two pool" method was developed to increase the opportunities for minority students to gain access into restricted enrollment programs (Johnston, 1976). Although the decision in the *Bakke vs. Regents of the University of California* case precluded the implementation of this program, the use of two applicant pools — one of minority and one of majority applicants — is of interest and could be used for various comparative purposes.

A special project supported by the Carnegie Corporation as an integral part of the Southern Regional Education Board's (1974) commitment to provide full opportunity for blacks in postsecondary education dealt with seven questions: 1) What techniques have proved to be effective in improving the recruiting of blacks into community colleges?; 2) How should programs of academic assistance be planned and established?; 3) What are the characteristics of counseling programs that attend to black students?; 4) What are campus attitudes about black students?; 5) What are the relationships between the community and senior colleges in Georgia?; 6) What follow-up programs should community colleges provide to assist its black graduates?; and 7) What are the relationships that community colleges must develop with the community?

Program Evaluation

Several institutions have developed special projects to evaluate their success with the minority students whom they admit. Kishwaukee College (Illinois), for example, reviewed elements of their Adult Basic Education programs, which included General Educational Development (GED) program and testing; basic skills courses; English as a Second Language (ESL); in-plant classes; specialty courses in communicative linguistics and English grammar under ESL; adult performance level measurements in five major general knowledge areas of health, consumer economics, occupational familiarity, community resources, and government law. Also included was a project that linked curriculum development and teacher training programs, courses specifically for Indo-Chinese area residents; Comprehensive Employment and Training Act (CETA) projects in GED, ESL, and career awareness for CETA-hired youths; and such alternative services as tutoring, a referral agency for financial or legal assistance, a liaison service among community groups, career guidance and awareness center, cooperation with court services, and personal and family counseling. The college's achievements were described in terms of enrollments from Fall 1972 through Fall 1977 as well as student educational characteristics; staff quality and leadership, program costs, and community, state, and federal agency cooperation were also discussed (Wiseman and Cassin, 1978).

Another evaluation was conducted of the effectiveness of the 12 LULAC (League of United Latin American Citizens) National Education Service Centers (LNESC), which assist Hispanic and other educationally deprived students in pursuing postsecondary education. This evaluation focused on three LNESC objectives: 1) to increase the number of persons reached; 2) to increase student retention; and 3) to increase public awareness of the educational problems of the Hispanic population. Data were gathered through site visits, questionnaires mailed to Centers and to students, telephone surveys of Hispanic and social service agencies, and analyses of fiscal information covering the three completed program years (October 1972 through September 1976). It was found that of the 16,362 students who had received enrollment assistance, 65% had poverty-level incomes. Expenditures per low-income enrollee ranged from $167 to $871, staff wages were lower than for other public agencies, and the community agencies surveyed felt that the Centers were necessary. A lack of supportive follow-up services and retention data demonstrated a need for correction in the second objective (McIntyre and Others, 1977).

Bilingual Programs

Also concerned with Hispanic students, Perez Ponce and Others (1978) noted that although community/junior colleges are the single most viable institutions to meet the challenges of diverse students, the specific needs of Spanish-speaking students are currently being met either marginally or not at all. And although the increase in minority enrollments is indicative of greater efforts to attract new clients, these efforts cannot be equated with the development of instructional strategies to meet their special needs. Further, available figures do not reflect the institution's holding powers.

These educators also argue that linguistic factors are of major importance in producing successful educational outcomes. The fact that only 5.23% of Hispanic males enrolled in community colleges complete their associate degree work may indicate a lack of adequate bilingual programs. Tables are presented, derived from government sources, which provide data on comparative changes in enrollment by sex, institutional level, and ethnic backgrounds of students in public and private institutions; educational status of two-year college entrants; community college growth; associate degrees awarded; minority group representation in higher education; household languages; and enrollment and dropout information by language usage.

Several programs have been developed in order to answer some growing pleas for bilingual education. As one example of a current project, Oxnard College (California) is engaged in a Title III program for students with limited English speaking and reading skills. Entitled the English Spanish Program of Instruction Granting Access (ESPIGA), this project offers bilingual assistance in both basic skills and college level courses. It enables the monolingual Spanish-speaking students to learn in their native tongue while concurrently learning English so that they can phase into regular college courses without loss of time and can become more confident of and competent with their skills.

In addition, the Learning Resource Center at Oxnard, which will be moved into permanent headquarters in 1979, will have three bilingual national teaching fellows

added to its staff to teach basic skills in both English and Spanish. The Center's goal is to prepare students with basic skills deficiencies and/or limited English speaking ability to function effectively in both academic and working environments. In addition, bilingual student peer counselors and tutors will be identified and trained to function in both ESPIGA and the Learning Resource Center.

Ways to establish bilingual programs for a shifting inner-city population were built on data gathered by Hepburn (1977), whose report is especially helpful for its account of strategies to identify target populations. An article by Sutherland also focuses on Spanish-speaking students, discussing English as a Second Language and the ways in which a program in bilingual education helped to convert Cañada College from "a mainly Anglo monocultural institution to a multi-ethnic, multicultural institution" (1975, p. 52).

Other Reports

In addition to these special issues, some rather general reports provide information on the development of programs, questions of bias, the assessment of student populations in terms of ethnicity, descriptions of methods of recruiting and retraining minority faculty, and reviews of court cases relating to Title IV of the Civil Rights Act of 1964. Some of the more informative reports are those by Gibson and Others (1974), Northland Pioneer College in Arizona (1974), Curry and Johnson (1977), Silverman (1976), Knowles (1976), and Spurlock (1977). *Change* Magazine ("Update: Minority Groups," 1978) presents an annotated bibliography on minority group access to educational institutions and to the job market; DeMitchell (1977) raises questions of possible legal ramifications for administration; and Godbold (1976) praises community colleges for their responses to minority students.

The 1970s pose opportunities never before known for greater equality in educational opportunities and access for all students. The literature available today, however, is just a beginning. As time goes on, and as affirmative action becomes less myth, more reality, we would hope that information providing guidelines to implement better programs will reflect our changing times.

Florence B. Brawer
Staff Writer

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Arthur M. Cohen, *Principal Investigator and Director*

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The American Association of Community and Junior College's assistance in distributing this publication is gratefully acknowledged.

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